

Gamston St Peter's CofE Primary School - Key Learning in Reading: Year 4

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> ● Use knowledge of root words to understand meanings of words. ● Use prefixes to understand meanings e.g. <i>sub-</i>, <i>inter-</i>, <i>anti-</i>, <i>-auto-</i>. ● Use suffixes to understand meanings e.g. <i>-ation</i>, <i>-ous</i>, <i>-tion</i>, <i>-sion</i>, <i>-ssion</i>, <i>-cian</i>. ● Read and understand meaning of words on Y3/4 word list – see bottom. ● Use punctuation to determine intonation and expression when reading aloud to a range of audiences. 	<p>As above and:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ● Listening to, reading and discussing a range of fiction, poetry, plays and non-fiction in different forms e.g. <i>advertisements</i>, <i>formal speeches</i>, <i>leaflets</i>, <i>magazines</i>, <i>electronic texts</i>. ● Regularly listening to whole novels read aloud by the teacher. ● Analysing and evaluate texts looking at language, structure and presentation. ● Analysing different forms of poetry e.g. <i>haiku</i>, <i>limericks</i>, <i>kennings</i>. ● Reading books and texts for a range of purposes and responding in a variety of ways. ● Analysing and comparing a range of plot structures. ● Retelling a range of stories, including less familiar fairy stories, myths and legends. ● Identifying, analysing and discussing themes e.g. <i>safe and dangerous</i>, <i>just and unjust</i>, <i>origins of the earth, its people and animals</i>. ■ Identifying, discussing and collecting effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors</i>, <i>similes</i>. ● Learning a range of poems by heart and rehearsing for performance. ● Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action. ● Discussing their understanding of the text ● Explaining the meaning of key vocabulary within the context of the text. ● Making predictions based on information stated and implied. ● Demonstrating active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. ● Drawing inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. ● Identifying main ideas drawn from more than one paragraph and summarising these e.g. <i>character is evil because...1/2/3 reasons</i>, <i>Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text</i>. ● Retrieve and record information from non-fiction. ● Analysing and evaluating how specific information is organised within a non-fiction text e.g. <i>text boxes</i>, <i>sub-headings</i>, <i>contents</i>, <i>bullet points</i>, <i>glossary</i>, <i>diagrams</i>.

- | | |
|--|--|
| | <ul style="list-style-type: none">● Scanning for dates, numbers and names.● Explaining how paragraphs are used to order or build up ideas, and how they are linked.● Navigating texts to locate and retrieve information in print and on screen.● Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say. ▪ Develop, agree on and evaluate rules for effective discussion.● Making and responding to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles</i>. |
|--|--|